

V. INFORMATION AND RESOURCES

This chapter reviews the types of information and resources available to job seekers in the eight One-Stop Career Centers in our sample. Sections of this chapter treat specific aspects related to the job search and career development. Specifically we examine sources of information for the following resource categories: (1) assessment and career planning; (2) information on education and training opportunities; (3) labor market information (LMI); (4) the job search and job listings; and (5) tools for resumes and cover letter preparation.

Some of the tools and information resources that we discuss in this chapter are available to individual job seekers through sources other than Career Centers. For example, with the rapid development of electronic media, any person with Internet access can now search a variety of electronic job listings. Large bookstores and libraries have information relating to the range of topics addressed in this chapter, including the job search, career planning, resumes and cover letters, and information on education and training opportunities. However, in our examination of the self-service tools and resources available at Career Centers, we are interested in not only the specific offerings of Resource Centers, but examine the effectiveness and relevance of these tools within the *One-Stop context*. One of the most obvious benefits—and certainly a key to the concept behind the creation of One-Stop Centers—is that they offer a broad range of services and resources to customers within one convenient location.

Besides this convenience, there are other positive factors that distinguish the use of self-services within the context of Career Centers. For example, Career Centers can offer a support structure to job seekers during what is often a very stressful period in their lives. Also—and this is particularly true for individuals with little experience in conducting a self-directed job search—Career Centers provide many opportunities to become acquainted with the skills necessary to gradually transition from a reliance on staff assistance to a self-directed career development and job search. To a great extent, therefore, Career Centers provide added value not only by making tools accessible to customers, but also by helping customers understand how

Centers make a comprehensive packet of resources available in a single location, while providing an important culture of support.

best to use the resources available to them.

Many of these aspects have been discussed in other chapters of this report and in earlier One-Stop evaluations. However, before turning to an examination of the self-service resources available at Centers, we briefly highlight those aspects of One-Stop Center operations that can have a direct bearing on the quality and effectiveness of self-service tools. Among the contextual factors that enhance or encourage the effective use of self-services, of particular importance are the following:

- The availability of general orientations and workshops that develop customer knowledge of the available self-services tools.
- The degree to which the Center is organized to promote maximum access to relevant data. This can include the development of guides or other materials that help customers use electronic and other self-service resources.
- Staff members' understanding of the self-service resource tools and their accessibility and willingness to assist customers to become familiar with these tools.
- A culture of support from staff and other One-Stop customers that provides encouragement during what is often a very vulnerable time.

Contextual factors enhancing effectiveness include:

- *comprehensiveness of tools and resources*
- *orientations*
- *a good organization of materials, with appropriate guides*
- *staff assistance*
- *support from peers*

These and other contextual factors are extremely important in understanding self-services in One-Stop Centers. For this reason, although the focus of this chapter is primarily on the *information* and *resources* for self-services, we have also attempted to discuss the *integration* of self-services within the broader One-Stop context. As a result, we do not limit ourselves to only describing the available information tools and resources, but also discuss strategies that Centers have adopted to promote their effective use. We base our analysis on discussions with local and state staff and visits to Centers and remote access sites.

We learned from our data collection that, although all of the Centers in our sample offer customers a range of self-service tools and information related to the job search process, customers' use of these resources varies greatly by category of service. In most sites, individual customers were primarily interested in finding immediate employment, and therefore tended to use those self-services that they

believe most *directly related to their job search*. As a result, access to job-listing services and resume-writing packages were consistently highly valued among job seekers. For the same reason, customers also very much appreciated being able to use fax machines, photocopiers, and telephones, which most Centers made available free of charge (within limits) for job-related activities. With some notable exceptions, individual customers made relatively less use of tools for career assessment and exploration, materials on education and training providers, and information relating to labor markets. Nonetheless, we discuss all the major categories of self-service resources and tools.

ASSESSMENT AND CAREER PLANNING

The Centers included in our sample all offer the universal customer self-service options for individualized assessment and career planning, including access to electronic and print resources. These resources are available from a number of sources, including national and state government departments, research institutions and universities, and private vendors. In the majority of sites, self-service offerings are complemented by free workshops that introduce the universal customers to the use of electronic tools. In many of the sites, staff-assisted assessment and career planning services are also available free of charge.

Electronic Resources

The sites in the sample provide all customers with self-service electronic resources for career planning. These tools generally permit customers to explore information on wages, occupational outlook, and training required for specific occupations. Many computer programs also allow customers to conduct a self-inventory, to determine career interests, and to research occupations as well as schools and training institutions that offer relevant coursework.

In several cases, these electronic resources have been developed through contracts with state-level organizations and are distributed by these state entities to Career Centers. In other cases, Centers purchase career planning and assessment tools directly from private vendors. Although state-developed and commercial products contain many similar features, for the purpose of exposition we describe them separately in the sections below. A matrix of products at the Career Centers in our sample is also presented in Figure V-1 below. Because career exploration products are numerous, the following sections offer

Most customers are interested primarily in conducting a job search and preparing a resume. Thus, resources most directly related to these activities were used the most.

All sites offer options for career assessment and planning, but tools vary in their sophistication and ease of use.

brief descriptions of just a sample of them.

State-developed Tools. Four states in the sample—Texas, Indiana, Washington, and Wisconsin—have developed computer career planning tools that are used at the Centers in their state. The resource tools in this category include the following:

- *Career Visions*, a system developed by the State of Wisconsin, includes a self-assessment module on interests, education level, and aptitudes; occupational information describing jobs, work hours and conditions, salary levels, and the typical career path within occupations; the employment outlook for particular careers in the state; national factors affecting employment trends; and information on education and training providers.
- The *Washington Occupation Information System* (WOIS), an Internet-based system, provides information on labor markets, occupations, educational requirements, schools, and military employment. Users can also choose to take self-assessment such as the *Strong Interest Inventory* and the *COPS* assessment. Based on assessment results, users generate a list of potentially relevant occupations. If they choose to, users can then review occupational information on typical job duties, related occupations, work environment, wage information, necessary preparation and education, and personal characteristics that make for a good job match.
- The *Indiana Career Information System* (ICIS), available on PCs within the Center or via Internet, was developed by the Indiana Career and Postsecondary Advancement Center (ICPAC) at Indiana University. The system allows any state resident to conduct a self-inventory to determine career interests, then link with career resources on specific occupations and schools.
- In Texas, the State Occupational Information Coordinating Committee (SOICC) distributes three separate CD-ROM career exploration tools. These include *Texas Cares*, a career exploration tool designed primarily for high school students that matches high school students' work values to jobs and allows them to explore more than 400 occupations; *Oscar*, a career planning and exploration program that emphasizes skills transfer; and *Rescue*, a program originally designed for dislocated workers that

Electronic career-planning tools link career assessment with information on the characteristics of occupations and their training requirements

contains career exploration components.

Figure V-1 Selected Electronic Assessment and Career Planning Tools								
Career Planning Tools	FL	IN	MA	MN	TX	VT	WA	WI
State Products								
Those Primarily for Adults		X			X		X	X
Those Primarily for Youth					X			
Commercial Products								
Career Finder		X						
Choices CT (Adults)	X	X		X		X		
Choices JR (Youth)						X		
Discovery Career			X					
Sigi Plus							X	X
What Color is Your Parachute?			X					
Note: Because of the availability of ICIS in Indiana, the state does not currently support Choices CT. However, many Bloomington counselors continue to recommend it because of its “user-friendliness” and because it includes more information on specific schools, both in-state and out-of-state. In contrast, counselors in Anoka were not recommending the version that they were using at the time of the site visit and were waiting for the release of a newer version.								

Commercially developed tools. Many Centers also offer career assessment products developed and distributed by private vendors. Among the Centers in our sample, the most widely available of these products (available at four Career Centers) was *Choices CT*. Other tools include *What Color is my Parachute?* and *Sigi Plus*. These products are briefly described below:

- *Choices* is a career exploration tool that allows users to determine which employment areas they would like to pursue. *Choices* contains interest inventories, data on transferable skills, and an aptitude test. From lists of occupations generated from their aptitude test results, users can link with information on careers, labor markets, and job listings. An interactive program, *Choices* can be self-administered, used for individualized counseling, or delivered in a group environment. One Center, in *Morrisville VT*, also provides access to a version of the program designed

- for youth, called *Choices JR*.
- *What Color is your Parachute?* provides self-directed career exploration and in-depth assessment in career interests and aptitudes. *Parachute* identifies several key steps to take prior to establishing a career objective. In identifying career goals, for example, the program prompts users to answer a number of questions related to job preferences and suggests that users do a series of essays to identify their strengths and weaknesses. This system was designed for both novice job seekers and those seeking a career change.
 - *Sigi Plus* covers all the major aspects of career decision making and planning and consists of an introduction and eight core modules covering different steps in the career planning process. These modules include: an interest-based self-assessment; a search of occupations; information on occupations; a self-rating on the skills required for an occupation; information on training or education needed for specific occupations; preparing for a new career; deciding what career is right; and next steps, which includes resume writing capabilities and information on education or training opportunities.

Audio-Visual and Printed Materials

In addition to providing electronic access to career planning and assessment resources, many Centers make available written career assessment materials to customers. The Career Centers in our sample also maintain libraries of print and video materials related to careers. Several Centers, including the *Capital of Texas Workforce Center* in Austin TX and the *Workforce Center of Anoka County MN*, had sizeable collections of brief (8-12 minute) videos introducing customers to occupations, and longer videos focusing on career exploration.

In addition to electronic resources, Centers typically have libraries of print material and videos.

Center libraries also hold collections of books and reference materials related to career exploration. Larger collections—which can contain more than 30 titles on career planning and assessment—generally include standard works such as *Vocational Biographies*, the *Encyclopedia of Careers and Vocational Guidance*, and *What Color is Your Parachute?* Among the more unique titles offered at some Centers include the following: *Making a Living While Making a Difference*; *Second Careers: New Ways to Work after 50*; and *Zen and the Art of Making a Living*.

Strategies to Assist Customers in Assessment and Career Planning

Some Resource Rooms include a staff member who has experience in vocational assessment and counseling. This individual is available to administer individual or group assessment instruments in hard-copy form and to provide assistance in interpreting the results. For example:

- In the *Bloomington IN Workforce Development Center*, a counselor offers free assessments using the COPS, CAPS, COPES system once a week and helps customers interpret the results.
- The *Workforce Development Center of Racine WI* has two vocational counselors on staff, who are available to meet with universal customers on an individual basis at no cost. One of these staff members has a Ph.D. in Counseling. Customers can meet with these counselors for assistance with electronic or hard-copy assessment tools and can make appointments to seek career guidance.

Most Centers in our sample also offer workshops open to the general public that are related to career planning and assessment. These workshops not only provide forums for the discussion of career planning and related topics, but also often provide instructions on the use of self-service electronic and printed resources:

- The *Workforce Center of Anoka MN* offers an eighteen-hour Career Exploration workshop on three consecutive days that is focused on establishing realistic career goals. Workshop facilitators assist individuals with exploring careers, assessment, goal-setting, and the use of career resources. A separate four-hour *Self-Inventory* workshop introduces the use of self-assessment inventories and other methods used to determine a career focus.
- The *Racine WI Workforce Development Center's* three-hour Career Exploration workshop teaches participants to use the Center's computerized career resources. Other Center workshops cover topics such as motivation, creating a positive attitude, stress management, changing careers, developing a career track, and non-traditional occupations.

Some Centers also have trained vocational counselors, who offer testing and career guidance at no charge.

Career exploration workshops, available at no charge, were very common across the Centers we studied.

- The *Career Development Center of Renton, WA* offers an introductory workshop open to the general public on career planning.

Multiple Strategies to Assist Customers in Career Assessment and Counseling

The *Racine WA Workforce Development Center* has a separate Career Development Area with a battery of options for career planning and assessment, including both self-directed and staff-assisted resources. Its self-directed tools include *Career Visions*, which was developed by the State of Wisconsin and includes self-assessment modules on interests and aptitudes. Although fairly basic in its assessment tools, this software program provides customers with general career guidance. Also available is *Sigi Plus*, which consists of a basic self-assessment module and that links assessment results with information on specific occupations. Finally, the Racine WDC makes *OASYS* (Occupational Access System) available, which also offers assistance with career exploration and an analysis of the test-taker's transferable skills.

Among hard-copy resources, customers can use the *Self-Directed Search*, a test that can be self-administered and helps individuals find occupations that suit their interests and skills. Each test-taker receives a 15-page computer printout of the test results. Also available are the *Career Attitudes and Strategies Inventory*, which helps assess career obstacles, and the *General Aptitude Test Battery*, which assesses the individual's verbal aptitude, numerical aptitude, and spatial aptitude, among other skill domains, and thus helps the test-taker identify strengths and weaknesses as an aid in making career choices.

The WDC is unique in having two vocational counselors, who are on staff full-time in the Career Development Center. These counselors—one of whom has a Ph.D. in Counseling—are available to meet with the universal customer without charge to provide career guidance and interpret assessment results. The Center also offers nearly a dozen three-hour workshops on a range of topics related to career planning, including "Facing Fears of Success and Distress," "Developing a Career Track," "Changing Careers," "Non-traditional Occupations," and "Career Exploration" (which includes instruction in using computerized career-planning resources).

Special provisions are made for youth customers, including specialized career exploration software, such as *Career Ways*, a computerized portfolio and planning system, and *College View*, to assist youth in making college choices.

A list of the many workshops offered at the Racine WDC is provided in Appendix D.

Strengths and Weaknesses of Self-Service Career Planning and Assessment Tools

Self-assessment tools incorporate many of the techniques and principles developed over many years by career planning professionals. Many of these tools are becoming increasingly sophisticated and can provide job seekers with valuable insight and information concerning their career development. Moreover, many computerized career planning and assessment tools now allow customers to link their assessment results to information on occupations and providers of relevant education and training. Several Centers have also provided multiple options to customers, including making available separate assessment tools for subsets of customers, including adults, youth, and experienced workers.

Many of the best career-planning tools are quite sophisticated. But they have important limitations from the standpoint of self-services, including their complexity.

There are however, some important factors to be considered when using self-service assessment and planning tools. Examples of concerns related to the use of these tools include the following:

- There is a tradeoff between the comprehensiveness of career planning and self-assessment programs and the time necessary to complete these programs. Assessment software that takes little time to complete, for example, does not provide the most reliable assessments. On the other hand, more comprehensive tools often take many hours to complete, and this can discourage customers from using them.
- Several of the software programs we reviewed lacked "user-friendliness." For example, some packages contain multiple sections or modules, and guidance on how to move between these sections is sometimes weaker than it should be.
- Although staff at many sites provide recommendations on which types of self-assessment and career planning programs are suited for their customers, other sites provided little such guidance. As a result, customers at these Centers may not understand which software programs are best suited to their needs.
- Customers are not always provided with adequate guidance concerning self-assessment tools and may not understand the differing assessment results that can occur depending on the assessment tools' emphasis on *interests*, *abilities*, or *aptitudes*. Nor can customers easily decipher the relation of these various factors to career planning.

Self-assessment and career planning tools should thus perhaps be best conceived of as *complementary* to, but not as *replacements* for, the services of professional career counselors, who are trained in interpreting assessment inventories and in providing career development advice. For this reason, One-Stop Centers have been reluctant to rely solely on self-services for assessment and career planning, and many thus feel the need to provide substantial staff assistance in the form of workshops, individualized career planning, and assistance in the interpretation of assessment results.

Given the importance and complexity of career planning, customers can greatly benefit from the assistance of a trained professional.

INFORMATION ON EDUCATION AND TRAINING OPPORTUNITIES

Consistent with the need for workers to become life-long learners, training and education beyond the high-school level has becoming a prerequisite for work in an increasing number of occupations. As a result, all One-Stop Centers should be able to provide customers with relevant and up-to-date information about education and training providers, particularly as these relate to customers' career goals.

Most of the sites in our sample used electronic information systems developed by states or commercial vendors that provide links to educational and training institutions. Centers differ greatly, however, in the degree to which they offered customers useful, comprehensive, and well-maintained resource materials.

Information on training providers is often conveniently bundled with electronic career planning software.

Electronic Resources

In most cases, electronic access to information on education and training providers is "bundled" with both commercial and state-sponsored assessment and career planning software. As described earlier, these systems typically allow users to complete a basic self-assessment, to obtain descriptive information and job requirements concerning occupations, and to obtain information on education and training institutions offering relevant programs of study.

For example, the commercially developed *Choices* program has an icon connecting to education and training programs offering courses related to occupations. The program lists schools throughout the nation and provides direct links to a variety of education programs offered at four-year colleges and community and technical schools. Similarly, state-sponsored systems such as the *Indiana Career*

Information System (ICIS) and Washington's *Occupational Information System (WOIS)* provide specific information on educational opportunities.

In other examples, *Texas CARES* provides high school and first-time job seekers with specific information on colleges and universities, proprietary schools, and training and apprenticeship programs. Users of *Wisconsin's Career Visions* database of U.S. colleges and technical/vocational schools can sort schools or colleges by specific programs of study, tuition limits, and geographic regions. *Minnesota's Internet System for Education and Employment Knowledge (ISEEK)*, which was under construction at the time of the site visit, will link all information on educational offerings and programs, as well as information on occupations, skill requirements and job openings.

The *Career Development Center of Renton WA* provides electronic access to education and training information in two ways: through the *Washington Occupational Information System (WOIS)*, which provides information on education and training providers in the state, linked to the skills required of various occupations; and through access to *Pederson's* national database of education and training providers. This latter program can sort schools based on a variety of criteria, including geographic area, specific ethnic focus (e.g. historically black colleges and universities), and program of study.

Printed Materials

All of the Centers in our sample have sections within Resource Rooms with at least some materials on education and training providers—these generally include course catalogues for local universities, colleges, and technical schools. In several sites, however, these materials are not systematically collected or arranged and are often out-of-date. In contrast, other One-Stop Centers have large, well maintained, and up-to-date collections. The *Anoka Center*, for example has a well stocked collection of materials that includes the following:

- Current brochures and catalogues from *technical colleges* across the state.
- Catalogues, brochures, and bulletins, and the degree offerings for *community colleges and other postsecondary schools* in Minnesota and neighboring states.

Centers also often have printed materials on training providers, including brochures and catalogs, but keeping this material organized is difficult.

- Catalogues and brochures describing local and area *training programs and apprenticeships*, many of which are for specific occupations.
- Information on *financial aid* including general books and catalogs on scholarship and financial aid applications in Minnesota.

Assessing Effective Practices and Areas for Potential Improvement

Several of the electronic tools available at One-Stop Centers offer innovative features that allow users to easily access information on education and training opportunities. Some of these useful features are as follows:

- As mentioned earlier, several software packages used at One-Stop Centers provide users with links between assessment results and information on education and training providers.
- Some software packages also provide comprehensive information on post-secondary and training institutions within their respective states and nationwide.
- Several programs allow users to sort by region, area of study, tuition rates, and other relevant factors.
- Several sites provide ratings on the quality of education and training providers. In particular, the *Workforce Center of Anoka County MN* and *The Capital of Texas Workforce Center in Austin TX* both offer customer access to state consumer report systems (CRS) that provide assessments of vocational-technical and college programs. Obviously, ratings of this sort can greatly improve the customers' ability to make wise choices with respect to the selection of a provider.

At the same time, there exists room for improving the quality and accessibility of information at many Centers. Among the weaknesses:

- In some Centers, printed materials concerning education and training opportunities are sparse, out-of-date, and poorly organized.
- Most of the sites in our sample provided no quality rating data on education and training providers (although they will doubtless move to do so given strictures in the new Workforce Investment Act).

Not many Centers were able to provide ratings of the quality of training providers, at least at the time of our site visits.

LABOR MARKET INFORMATION

All sites offer individual customers access to a variety of labor market information in both electronic and printed form. Most typically, electronic LMI was available through a state-developed web page that is in turn linked to America's Labor Market Information System (ALMIS). Resource libraries also contain sections devoted to LMI, which include both reference materials and narrative reports and publications on labor markets. Most Centers also provide workshops that touch on LMI at least briefly.

Most Centers offered access to loads of materials related to LMI. But customers usually don't know how to make good use of them.

Electronic Resources and Print Materials

All Centers provide access to state web pages that provide labor market information. Examples of the types of LMI accessible through Internet links to state web pages are as follows:

- At the *Racine WI WDC*, customers use computers in the Resource Room, Career Development Center, or the Career Discovery Center to access labor market information on the Wisconsin Department of Workforce Development web page (www.dwd.state.wi.us/dwelmi/). Customers can, for example, review *county profiles* that offer information on population and civilian labor force growth, commuting patterns, employment change by industry, largest industries and employers, and employment and wage information.
- The *Anoka MN Workforce Center* provides links to the state's Department of Economic Security Internet web site (www.des.state.mn.us/lmi/), which provides information on programs, services, and LMI. Customers can access information on labor market conditions, as well as labor and supply for selected "hot" careers. Customers can also access an electronic version of the *Minnesota Careers* publication, which is designed for both students and adults, that discusses employment prospects and educational requirements.
- In the *Renton WA CDC*, all computers have labor market information from the Washington Occupation Information System (www.wois.org), a state database that provides information on occupations, educational requirements, and schools. Customers can also access a new database developed by Washington State Employment Security called the Washington

Interactive Labor Market Access (www.wilma.org), which contains a variety of LMI, including employer contact information for disaggregated sub-state labor markets.

- *The Work Place of Boston MA*, in addition to providing access to the state's web page, has purchased CD-based products containing relevant labor market information, including *Business Base* and *American Business Information*, which provide information about specific industries, skill requirements, wage information, and projected growth of small and large companies.

Resource Centers also typically make available hard-copy publications, such as the Bureau of Labor Statistics's *Occupational Outlook Handbook* and *Occupational Outlook Quarterly*. Other publications used in Resource Centers include the *Directory of Manufacturers*, the *Corporate Report Fact Book*, and the *Directory of Occupational Terms*. Some Centers also offer publications with more engaging titles. These include books such as *America's 50 Fastest Growing Jobs*, *Where the Jobs Are*, and *100 Best Careers for the 21st Century*.

Customer Workshops and Staff Assistance

In many Centers, staff lack specific training in LMI, and this fact limits the extent to which the information can be used effectively. In an exception that demonstrates the importance of staff assistance, the *Anoka County Workforce Center's* in-house expertise in using LMI was cited as an important factor in encouraging customer use. At Anoka, a state labor market "liaison" works full-time in the Center and provides training and support for counselors and resource area personnel in guiding customers in the use of LMI. Staff workshops and orientations, which are open to all, focus on the importance of LMI for customers who are seeking new jobs or preparing for careers. The liaison also assists staff in the development of career exploration workshops and providing specific information used in these workshops.

Some other Centers also offer workshops open to the universal customer that touch on LMI. In some Centers, these are general workshops that discuss LMI among many other topics. In other cases, Centers provide workshops that deal specifically with using LMI resources. In general, these workshops acquaint customers with basic LMI research techniques and encourage the use of LMI resources. An

example of a general workshop that encompasses a discussion of LMI is offered at the *Melbourne Job Link Center of Brevard FL*; this three-hour workshop, called the *Hidden Job Market: Where the Jobs Are*, introduces users to LMI resources, including occupational outlook reference materials.

The *Capital of Texas (Austin) Workforce Center* and *The Boston Work Place* both offer workshops devoted exclusively to LMI. Boston's fee-based workshop introduces the use of LMI resources to facilitate the job search process and career exploration. At the Austin Center, the LMI workshop focuses on the use of LMI within the context of the changing workplace and growing occupations. This latter workshop also makes use of materials developed at the Center, such as the *Monthly Labor Market Information*, that summarizes employment opportunities and trends in various "demand" areas and provides information about local private sector jobs in various occupations.

Assessment of the Adequacy of LMI

As mentioned above, all sites offer individual customers access to a variety of electronic and printed labor market information. In fact, the problem in some sense is that too much information is available with not enough attention paid to how customers should use it. Thus, in general customers do not know how to adequately use the available LMI to assist in their job search or career planning.

Customers are often bewildered by the masses of LMI that is available

Among the other barriers to effective use of LMI at One-Stop Centers are the following:

- The geographic aggregate of data is not always specific enough to be useful for those seeking careers within a limited geographic area.
- Data are not always up-to-date.

In examples of effective practices, in which staff and customers indicated that LMI information was useful—and *used* by customers—the following factors were cited as important:

- LMI is *up-to-date* and *easy to use*.
- LMI is *well integrated* into workshops for customers, which clearly describe the benefits of using labor market information and how to do so.
- *Staff competence* in the use of LMI is systematically

developed at the Center level.

Along these lines, the extent to which LMI is adapted to the specific needs of the customer base and the “user-friendliness” of LMI strongly influences customer use. Examples of efforts at the level of the Center or service delivery area (SDA) to make LMI more accessible include the following:

- The *Bloomington IN Workforce Development Center* posts LMI on its bulletin boards. The Center also distributes a one-page document published by the state that lists on-line career information sites and resources, organized by career fields, and job listings.
- At the *Melbourne Job Link Center in Brevard County FL*, a “Workforce Organizer” binder, located at each computer station, guides customers to various Internet sites. In the section on LMI, customers can find sites providing information on employment trends, salaries, local industries and other occupational information. Information specific to Brevard County includes the result of the employer survey from the 1997 Census of Employers, which gives detailed information on occupations, salaries, and demand and job openings.
- At the *Anoka MN Center*, a labor market liaison “localizes” information on wages, employers, occupations and employment outlooks. As a result, Center staff and customers have easy access to a variety of regional and local information concerning demographics, wages, unemployment, and industry trends. The regional LMI liaison also prepares a quarterly newsletter, available in both print and electronic versions, that is mailed to employers and other interested parties.

JOB LISTINGS AND JOB SEARCH ASSISTANCE

In most cases, when a customer who is currently unemployed or seeking to change careers enters a Career Center, it is with a view toward finding suitable employment within the shortest time period possible. It should therefore not be surprising that access to job listings is a popular feature of One-Stop Career Centers.

The pervasiveness of electronic job listings has had a profound effect on the job search process.

Much has happened over the past decade—and particularly within the last five years—to distinguish the job search process from that typically encountered at “unemployment offices” in earlier periods. Certainly, one of the greatest changes in the job search process has been the remarkably swift development of electronic media

for recruiting job applicants. America's Job Bank (AJB), for example, typically contains over 900,000 job listings at any one time and receives many millions of "hits" from job-seekers per year.

In addition to government-funded sites, such as AJB and the state employment service job banks that contribute to its listings, there are many hundreds of other electronic sites listing job openings. Some of these electronic services target specific geographic localities; others are oriented to specific categories of employment (e.g., electrical engineering and computer programming, managerial, etc.); and still other job listing services encompass the range of occupations and geographic locations.

Because of the rapid growth of electronic job banks, the trend toward self-directed job search is becoming increasingly important. As we describe below, however, assisted or mediated job search and job-matching services still remain an important aspect of the services at most One-Stops. The following sections detail the use and availability of labor market exchange tools, including (1) Employment Service and public job banks; (2) other job listing resources; (3) printed materials, including classified advertisements, printed job postings, and job-listing binders; and (4) strategies to enhance the job search.

Public Job Banks and Employment Services

All of the Centers offer their customers access to Employment Services job banks either via Internet connection, through dedicated terminals, or through a combination of both media. In many of these systems, job listings are posted in the following categories: (1) managerial and professional; (2) clerical and administrative support; (3) sales and marketing; (4) service; (5) farming, forestry and fishing; (6) skilled trades; (7) operators, assemblers, processors, laborers, and drivers; (8) part-time and temporary positions.

State job listings still have the reputation for having a preponderance of entry-level positions and a dearth of positions for well-educated job seekers.

Examples of job-listing systems that are available through dedicated systems at Career Centers or are available (or soon to be operational) via the Internet, include the following:

- In the *Bloomington IN Workforce Development Center*, ALEX is the job search vehicle of choice and can be accessed for local and state-wide jobs. Individuals use this system to search and print out job listings, then confer with ES staff to determine if they have the requisite skills for the advertised position.

ALEX is available through dedicated terminals at the Center and through PC connection to the state's web page via Internet.

- At the *Racine WI Workforce Development Center*, thirteen *JobNet* terminals are available in the Resource Room. These terminals are provided by the State of Wisconsin Department of Workforce Development, and are connected to a state network. *JobNet* is a touch-screen system that allows individuals to review job openings in different areas of the state. This system can also be accessed through the Internet.
- At the *Renton WA Career Development Center*, there are three dedicated terminals for Washington State's *JobNet*, the Employment Security database with information on job openings. Customers must be registered to utilize the *JobNet* system. ES staff are available to register customers on a walk-in basis. A new Internet-based version of the system that will contain unsuppressed listings was under construction at the time of the site visit and is now accessible through the state's home page (www.wa.gov/esd).

Staff evinced a willingness to do "whatever it takes" to get jobs for customers, regardless of whether they would officially receive "credit."

Despite the rapid "electronification" of public job listing systems, job matching continues to remain a major function for Employment Service staff at One-Stop Centers. This is partly due to the fact that job bank listings—depending on the employer's preference—can either be "suppressed" or "unsuppressed." With suppressed listings, employers require that ES staff review the job seeker's qualifications before making a job referral. On the other hand, unsuppressed listings allow job seekers to contact employers directly. As we describe in greater detail in the chapter on employer services, many employers prefer to have Employment Services staff make job matches and refer candidates. Some job seekers, particularly those with lower levels of education or computer skills, also prefer to rely on staff advice for job matching.

Some states, however, are rapidly pushing for a move away from mediated job services toward a system in which unsuppressed listings will constitute the majority. Minnesota's Department of Economic Security (MDES), for example, is concentrating efforts on developing an "open" system, through which as many as 80% of job orders will be unsuppressed by the year 2000.

Other Job Search and Listing Resources

Employment Service job bank listings contain only a portion of available job openings in any given locality. Moreover, in many areas, ES listings tend to be more oriented toward entry-level or semi-skilled jobs. For these reasons—together with the fact that there are now so many other electronically accessible options for job seekers—Career Centers actively promote customers' use of alternative job listing services. In all of the sites in our sample, Career Centers offer customers access to a range of other databases and job listing services, even though Employment Services staff in Career Centers do not necessarily receive “credit” for these job matches.

Several Centers and state agencies facilitate this process by providing Internet “bookmarks” or Internet links to relevant job-listing sources. Some sites also provide customers with printed guides to popular Internet job search sites. Examples of effective practices using these strategies are detailed below:

- Internet job listings at the *Racine WI WDC* can be accessed through the PCs in their Resource Room, Career Development Center, and Career Discovery Center (youth center). One Resource Room staff member has created an internal web page that appears whenever customers access the Internet from the WDC (this web page cannot be accessed remotely via the Internet). This internal web page contains links to about 200 sites, including *America's Job Bank* and the *Wisconsin Job Net*.
- At *The Work Place in Boston MA*, more than 50 Internet-based job banks are “bookmarked” on each computer terminal and categorized by local area, company name, and specific industry. Many of these bookmarked sites also allow users to complete short self-assessment surveys.
- Staff at the *Renton WA Career Development Center* have prepared an annotated listing of helpful web sites for job search assistance or job listings, all of which are bookmarked on six computers in an “Internet room.” These include links to the Employment Security Department and other Washington State resources; “Best Bets” including *America's Job Bank* (AJB), *Career Mosaic*, and the *Monster Board*; company listings; and job directories. (A sample of these annotated listings is contained in Appendix D).

In addition to publicly supported job listings, there are hundreds of privately developed listings on the Internet.

Centers “bookmark” promising web sites to assist customers in the job search process.

The Renton CDC has an annotated listing of web sites relating to job search. See Appendix D for a copy.

Printed Materials

In addition to providing access to electronic resources, Career Centers also provide job listings in a number of printed formats. Staff at many Centers view providing printed job listings as crucial, particularly for Center users who are less familiar with computer systems. Also, particularly in those Centers that have witnessed a rapid increase in demand for computer usage, printed listings can offer an important alternative for customers when all computers are occupied. As the examples below indicate, many Centers continue to provide current job listings on bulletin boards and in folders, and also provide customers with access to classified advertisements:

- At the *Capital of Texas Workforce Center in Austin*, a large “Hot Jobs” bulletin board displays job orders to be filled immediately, contact information for local employers and staffing agencies who consistently hire, and other job-search information such as flyers announcing job fairs and job search workshops. Beneath the bulletin board are job listings binders that are updated daily. The Center also subscribes to various local and area newspapers, including the *Job Source*, a reprint of local area Sunday want ads.
- At *The Work Place in Boston MA*, a “Hot Jobs” listing with immediate hiring potential is updated daily and is displayed on the bulletin board in the library. Job listings by industry and type of employment are also posted on the Center’s library bulletin board and job listings are compiled in binders by the day of the week the opening was announced.
- The *Melbourne Job Link Center in Brevard County FL* subscribes to a dozen local, state and national newspapers and to a microfiche service that contains the Sunday want ads from 65 newspapers. Job listing binders are regularly updated to provide information on the latest job openings. Center staff also provide customers with lists of telephone numbers for local hotline job listings for each area.

Self-service libraries also generally contain a variety of books, brochures, and video materials related to the job search. Examples include the following:

- The *Renton WA CDC Resource Library* contains over 50 printed titles related to job search strategies and assistance. General information books include such titles as: *101 Great Answers to the Toughest Interview*

Centers also make hard-copy job listings available, including newspapers and “Hot Jobs” posted on bulletin boards. Some customers are more comfortable accessing information this way.

Books and videos provide a good mechanism for customers to brush up on their job search and interviewing skills.

Questions and The Only Job Hunting Guide You'll Ever Need. Books with local job hunting information include the *Seattle JobBank*, *989 Great Part-Time Jobs in Seattle*, and the *Seattle Metro Business Directory*. Some books are targeted for special populations such as *100 Best Companies for Gay Men and Lesbians* and *Job Strategies for People with Disabilities*.

- The *Bloomington IN Workforce Development Center's* library holds a collection of about 30 job search titles including: *Job Search Strategies*, *Getting the Job You Really Want*, and *The Only Job Hunting Guide You'll Ever Need*. Video titles include: *Tips for the Successful Interview*, and *Knowing Your Skills*.
- The *Anoka MN Workforce Center's* video section contains more than 25 titles on job search and interviewing techniques, covering topics such as general materials on finding a job, using the telephone, and other means of effective communications. Some titles are also available in Spanish.

Workshops on job search techniques and Job Clubs provide additional very valuable guidance and support for the job seeker.

Providing Job Search Assistance

Apart from the publications described above, Career Centers provide job seekers with other opportunities to enhance their job search skills and to transition to a self-directed job search. Centers generally employ two complementary strategies toward these goals, namely workshops and job clubs. Examples of these two strategies are discussed below.

Workshops. All of the Centers in the sample offer workshops related to job search that are available to the universal customer. Centers generally offer both *introductory* sessions, which provide an overview of the job search process, and *follow-up* workshops, which are focused on specific aspects of the job search. Workshops are designed to increase customer knowledge of job search techniques and to provide knowledge and understanding of the use of self-service options. Some examples of workshops in the sampled Centers are as follows:

- The *Racine WI WDC* offers numerous workshops to assist customers with the job search process, including the following: *Turn a Cold Call into a Hot Lead*, which focuses on how to use the telephone as an effective job search tool; *Job Searching by the Internet*; *Answering Tough Interview Questions*; and

Written Communication which describes techniques for effective communication and expression that will help individuals find jobs.

- “Guided services” in *Renton WA’s CDC* include a four-hour introductory workshop, called *Essential First Step* that includes an overview of Washington’s *JobNet* job matching system. The Center also offers follow-up workshops, including one entitled *Job Search Strategies*, which assists customers learn to create job search goals, access labor market information, and develop job hunting strategies. An *Internet Workshop* also provides an orientation to the Internet and highlights helpful career exploration and job search web sites.
- At the *Anoka MN Center*, all customers can participate in the following workshops designed to improve search techniques: *The Creative Job Search Workshop*, which provides an introduction to the process of finding a job, followed by a series of half-day job search modular workshops on particular subjects such as *Job Applications and References*; the *Employer Telephone Connection*, on using the telephone effectively to contact employers; and *Resources and Reference Books* and *Company Contact List*, both of which provide information on how to access Resource Center information for the job search.

Job Clubs. Job clubs are a staff-supported activity that allows job seekers to share job leads, to participate in mock interview and critique sessions, and to exchange experiences with their peers concerning the job search process. In addition, they provide participants with an important support structure during what is often a critical phase of their lives. In many cases, job clubs are also designed to facilitate the transition to self-services, particularly for participants in categorically funded programs such as welfare-to-work. Five of the eight Centers in our sample held on-site weekly job clubs that were open to the general public. Examples of job club activities are as follows:

Job Clubs provide emotional support for the job seeker, as well as facilitating the peer-to-peer exchange of “hot tips.”

- At the *Capital of Texas Workforce Center in Austin TX*, “Success Team” is a job search club led by Center job developers as a follow up to an introductory workshop. The job club allows participants to network and exchange information, and facilitators use the job club to assist participants to review and suggest modifications to resumes.

- In *Renton WA*, in addition to job clubs for the categorically-funded and the general public, the Center also provides space to the International Association of Machinists and Aerospace Workers' Center for Administering Rehabilitation and Employment Services (IAM CARES), which provides job clubs and programs for individuals with disabilities.

Effective Practices for Job Search Assistance

One-Stop Career Centers offer customer access to a tremendous array of self-service job listings. In addition to providing access to Employment Service job banks, both through dedicated terminals and increasingly through Internet sites, Centers also allow customers to access any of the literally hundreds of other proprietary electronic sites providing job openings.

Given the innumerable web sites with job listings, customers can be more efficient in their job search if Centers provide some guidance on sites worth checking out.

Having a multitude of choices, however, also presents specific problems. For example, given the array of options, how can customers know which job-listing service is most likely to provide them with the information that will lead to the best employment opportunities? Where are they most likely to find information on jobs in their local areas? Several of the effective practices that respond to these questions include the following:

- *The availability of clear guides to electronic sites containing job-listings.* Some sites, such as *The Work Place in Boston MA*, have created well-organized Internet "bookmarks" that lead customers to job-listing services. Other examples of innovative practice include the distribution of printed annotated guides to web pages in *Renton WA*.
- *The accessibility of a wide range of printed materials related to employment possibilities.* Examples of such practices are subscriptions to a wide variety of newspapers, collections of employment listings such as those offered by microfiche services, and reference areas with well-stocked libraries on job search.
- *Providing multiple ways to access public job listings.* These can include posting "Hot Jobs" listings, providing separate listings by industry or type of employment, and providing customers with access to well-organized job listing binders or lists of local employers that hire frequently.
- *Providing instruction on the use of self-service job-search tools and on job-search or interviewing techniques.* Most Centers offer an ongoing series of

workshops and support groups, such as job clubs, that complement the self-directed job search and allow customers to better use the available self-service options and to improve their job search skills. Additional materials that have proven useful include books and videos.

- *Having knowledgeable and accessible staff.* Staff availability, their knowledge about the range of job-listing services, and their willingness to "go the extra mile" to assist customers to find suitable employment, are consistently regarded by One-Stop customers as extremely important aspects of One-Stop services.

Resources and Tools to Assist with the Job Search

The *Career Development Center in Renton, WA* provides a variety of tools to assist customers with the job search process. To begin with, it has three dedicated terminals for Washington State's JobNet system, the Employment Security database with listings of job openings; it hopes to have an Internet-based version of this system, with unsuppressed listings, on line shortly. Apart from accessing the state job listings, customers can also access a variety of other job listings on any of the six computers with Internet access. To facilitate the process of identifying relevant web sites, the CDC has developed an annotated listing of relevant sites, with a "Best Bets" section, additional listings for companies in the local area or in particular industries, and a directory of sites with information on the job search process in general (*A copy of this annotated list is included in this Report in Appendix D*). Hot job leads are also posted on a series of bulletin boards in the Resource Room.

Renton also has a library in the Resource Room that contains over 50 volumes relating to the job search process. Titles include strategies for effective job hunting and tips for successful interviewing. Videos are also available, enabling customers to witness effective practices with respect to the job search.

These self-service tools are augmented by staff-assisted services. For example, Renton offers a number of workshops that help customers improve the effectiveness of their job search, including *Job Search Strategies*, which covers how to develop job search goals and access relevant information. Additional workshops of relevance include one on accessing job listings on the Internet and another on withstanding the emotional trauma associated with career transitions. Job clubs provide additional support to the job seeker.

Finally, customers benefit by being able to pursue job leads by using the Center's telephones, fax machine, and photocopier.

SELF-SERVICES FOR RESUME AND COVER LETTER PREPARATION

In addition to job listings, the most popular services at Career Centers are those that assist in the preparation and diffusion of resumes and cover letters. Most of the self-service tools available for this purpose are oriented toward customers with at least some computer skills and familiarity with the principles of resume and cover letter preparation. In contrast, first-time job seekers and those who are applying for their first job in many years typically require more assistance in resume and cover letter preparation. This additional assistance can be provided through workshops and one-on-one assistance.

Resources for preparing resumes and cover letters are among the most highly valued services.

Preparing and Posting Resumes

Most Centers offer customers a choice among at least two options for preparing resumes. As the first option, Centers provide access to recent versions of standard word-processing packages, such as *Microsoft Word* and *WordPerfect*, both of which contain resume templates.

In addition, Centers also provide customers with access to software that is dedicated to resume writing. The most commonly used software package in our sample, *WinWay Resume*, is available in six of the eight Centers in our sample. This package provides tutorials on writing resumes and cover letters, and includes a resume template that can later be downloaded into popular word-processing packages, such as Microsoft Word. The program also provides examples of resumes according to job title, vocabulary lists of keywords most commonly used in resumes, and tips on interviewing and effective responses to common interview questions. Other software packages available at some Centers, such as *Instant Resume*, contain similar features. However, because users are prompted to fill in information, these systems do not import resumes that were created in different formats.

A matrix of resume preparation programs available at Centers is included in Figure V-2, below.

Figure V-2
Resume Packages Currently Recommended for Use at Career Centers

Resume Packages	FL	IN	MA	MN	TX	VT	WA	WI
Damn Good Resumes		X						
Instant Resume		X						X
Microsoft Word Templates	X	X		X				
Ready to Go		X						
Resume and Job Search Pro		X						
WinWay Resume	X		X		X	X	X	X
WordPerfect Templates		X		X				
Yana Parker					X			

Note: The matrix includes only those packages that have been recommended by Center staff.

Respondents at several of the sites in our sample, including those in Renton and Anoka, indicated that they encouraged customers to post their resumes on *America's Talent Bank* (ATB), and they provide resources to assist in this as well. At the Renton Center, for example, staff have prepared three handouts pertaining to preparing and sending electronic resumes. The Boston Center has also developed a local talent bank.

- At the *Renton WA Career Development Center*, customers expressing interest in posting electronic resumes are provided with the following handouts: *Creating an electronic resume*, which gives tips for preparing an attractive electronic resume; *Sending your resume by e-mail*, which provides step-by-step instructions on sending a resume via Netscape Navigator; and *Preparing a scannable resume*, which details the necessary steps for preparing a resume in a specific format for ease of reading by an optical scanner.
- Staff at *The Boston Work Place* have developed a local talent bank, called *Career Maker*, which was being reviewed by the Massachusetts DOL's Workforce Development Department for potential distribution to all Career Centers in the state with One-Stop funding. Although the system was still being refined at the time of the site visit, it was expected that it would

At many Centers, customers are also given assistance in posting their resumes on electronic listings, such as ATB.

eventually both increase the speed and accuracy with which staff could identify qualified candidates and make referrals, as well as generate data on the needs of the employers and the skills and abilities of its job seeker customers.

Printed Materials

In addition to electronic resources, Centers also generally provide a number of printed reference materials in their libraries. The following examples illustrate the types of materials available:

- The *Austin TX Center*'s library contains 15 books on resume writing, including the *Knock 'em Dead* and *Damn Good Resumes* series. A new SOICC's publication, called the *Texas Job Hunter's Guide*, also includes resume development tips.
- The *Morrisville VT Center* distributes a state-developed brochure entitled *How to Write a Winning Resume*. This brochure provides suggestions for highlighting individual skills and backgrounds, and lists key action verbs commonly used in resumes. It also includes worksheets on work history, skills acquired, hobbies, education, and personal characteristics. Sample resumes, including chronological, functional, combined chronological and functional, and targeted functional, are included. The brochure ends with suggestions for writing effective cover letters.

Workshops and Assistance with Resumes and Cover Letters

Workshops offer an important complement to self-service options for resume and cover letter preparation. All of the Centers in our sample offer workshops on resume preparation—seven on a regular basis—and at one smaller Center (Morrisville) on an “as-needed” basis. Because workshops are primarily designed to enhance skills, many of them provide “hands-on” experience using resume packages, which encourages the use of self-services outside of workshops. Brief summaries of workshops available at some Centers for the universal customer and at no cost are as follows:

- Many of the workshops and group activities at the *Austin TX Center* involve some assistance in developing resumes. For example, participants are introduced to the basics of resume and cover letter writing in the Career Trek workshop. Additionally, at the weekly “Success Team” job club meetings,

Workshops that provided tips on preparing effective resumes are also popular. These workshops also provide an introduction to the resume-preparation software packages.

facilitators use some of the time to review resumes and to suggest modifications. At regular intervals, the Center also offers a workshop entitled Job Search Correspondence: Resumes and Cover Letters.

- In a two-hour workshop called *How to Create a Resume*, staff at *The Boston Work Place* review the key features of effective resume development and provide instructions on the use of *WinWay Resume* software.
- The *Melbourne Job Link Center in Brevard County FL* offers two workshops, entitled *Packaging Your Skills: Cover Letters, Resumes and Thank-yous*, and *Master Your Application and References*, both of which provide information about developing effective resumes.
- The *Racine WI WDC* has a three-hour workshop, called *Resumes and Cover Letters*, that focuses on preparing professional resumes, and another three-hour workshop on using the *Instant Resume* program to create a resume. These two workshops are offered every two to three weeks.
- The *Renton WA CDC* offers two workshops: *Designing Your Resume #1* is a four-hour introductory workshop that teaches customers how to create resumes and cover letters; and *Perfecting Your Resume #2* is a four-hour follow-up workshop that instructs customers on more advanced techniques to refine their resume and cover letters.

In addition to workshops, all Centers provide some individualized assistance with resume preparation. Resume writing programs such as *Instant Resume* and *WinWay* programs are popular and effective for customers with some computer skills. Both programs allow users to “fill in the blanks” when prompted, and use this information to create formatted resumes. Customers with little experience in using computers, however, still require some one-on-one assistance with resume writing. For this reason, all One-Stop Centers offer one-on-one services to some degree. This is illustrated in the following example from Racine:

Customers who appear to be having difficulty with the resume-preparation software are commonly given individualized assistance.

- Staff in the *Racine WI Resource Room* assist customers with resume preparation so that customers “have a product that is truly representational of their skills.” Typically, customers who have little exposure to using computers, or who have never prepared a resume, receive a greater degree of staff assistance.

Each day, one of four staff members in the Resource Room devotes about one and a half hours to assisting customers prepare resumes. Customers with little computer experience are also referred to the Center's Academic Improvement Center, where they can develop computer skills.

Assessment of Adequacy of Resume Self-Services

By providing access to computerized resume-writing packages, Centers provide many opportunities for computer-literate customers to create well-crafted resumes. Self-service resume technologies do however have some weaknesses, which are detailed below:

- Popular resume programs, such as WinWay, often do not allow users to import resumes created in other formats. Individuals with existing resumes must therefore re-enter all information when they use these programs.
- Resume programs are often difficult for novices. For example, key fields on the resume template, such as name, experience, education, are all accessed by double-clicking on a mouse—an action that is taken for granted by experienced computer users, but one that can pose difficulty for novice users. For this reason, staff at many Centers indicated that they often help customers create resumes. In that case, however, this “self-service” resource is not really being utilized as such.

In addition to providing access to self-service resume preparation assistance, many Centers have adopted effective practices combining self- and assisted- resume writing services that include the following:

- In most Centers, customers have many opportunities to have their resumes critiqued in group and one-on-one settings.
- Several Centers assist customers in creating and distributing “electronic” resumes. One Center, *Boston MA*, has developed its own electronic talent bank.

Linking Career Exploration, Assessment, and Job Search

The *Renton Career Development Center* combines a variety of self-directed and assisted approaches to link the career exploration and job search process. Self-directed resources include computerized assessment programs, such as Sigi Plus and WOIS, as well as numerous books and videos in the Resource Library. Also helpful for career planning is the Center's extensive materials relating to LMI, which help identify high-growth sectors of the economy. For those interested in undertaking training, the Center has a national database of education and training providers, as well as catalogs and brochures for local providers. The Center also has numerous self-service resources to help with the job search, including links to federal, state, and non-government web pages with job listings, along with an annotated list of "bookmarked" sites. An electronic resource under construction by Washington Employment Security, called WILMA (Washington Interactive Labor Market Access), will not only have lots of LMI, but also will include an array of information relevant to the job search, including listings of employers in specific industries in specific cities or counties. Help with resume preparation is available from software packages as well as from videos and print material that provide useful advice on putting together a winning resume and interviewing effectively.

The effectiveness of these self-services is greatly enhanced by an array of assisted-services, which help orient customers to the available resources and provide assistance to their use. *Essential First Step* is an example of a workshop that encourages effective use of self-services; this four-hour session provides an overview of Washington's JobNet job matching system and helps customers assess their own skills and strengths as job seekers. Similarly, CDC Services is a one-hour workshop that provides an overview of all services available in the Center and includes a tour of the facility; each participant also receives a folder describing services and resources. Additional workshops relate to the job search, accessing the Internet, and designing one's resume. Staff are also available to provide individualized assistance, on an as-needed basis.